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ABSTRACT

The document discusses a 5-day outdoor education program held in the spring of 1968 for 31 fifth graders from Prairie Lincoln Elementary School, Grove City, Ohio; site of the self-supporting resident experience ($23 estimated cost per student) was The Columbus Presbytery Camp, Lancaster, Ohio. As reported, the primary purpose of the outdoor experience was to develop social responsibility for planning wherein the students and their teacher cooperatively pre-planned language arts, mathematics, social studies, science, health, physical education, and art activities. The chronological planning summary offered in the document is supplemented by an activities schedule, follow-up activities such as student logs and student writings, children's evaluations, a parents' questionnaire summary, teachers' evaluations, and the outdoor education supervisor's evaluation which noted that, as a first try, this experience was "a success in every respect" and that future ventures should work to reduce the pressures, slow down the pace, and gain consistency in leadership by developing in the helping teachers a better understanding of what is to be accomplished. The 12-page appendix to the document includes the parent information handout and permission slip, a bedding and clothing list, a health information sheet, a list of cook-out supplies and the menu, and an equipment list. (JB)

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RESIDENT OUTDOOR EDUCATION

AN EXPERIMENTAL VENTURE

SOUTH-WESTERN CITY SCHOOLS
3708 S. Broadway
Grove City, Ohio 43123

RC005676

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INTRODUCTION

Miss Arlene Holan, a fifth grade teacher at Prairie Lincoln Elementary School, requested permission to plan a five day resident outdoor education experience for her 31 fifth grade students for the spring of 1968. Permission was granted because of Miss Holan's knowledge and experience in outdoor education, with the stipulation that it would have to be a self-supporting venture.

Miss Holan, in cooperation with Mr. James Duff, the principal of Prairie Lincoln; Dr. John Hug, the Supervisor of Outdoor Education; and Mr. Bernard Esporite, the executive coordinator of elementary education, planned the program with some features that were experimental in nature. The strengths and weaknesses are not easily reduced to writing, but what follows is an attempt to do just that in the hopes it will be of value to others who are planning resident outdoor education programs.

PURPOSES

The primary purpose for the five day resident experience for the fifth grade students of Prairie Lincoln School, was to develop social responsibility for cooperative planning and evaluation of the activities of the week. Additional purposes were:

1. To involve students in establishing the aims and objectives for the group's direct, purposeful experiences.

2. To develop independence, responsibility, leadership, and followership.

3. To acquire a feeling of competence and self-reliance.

4. To develop social responsibility in democratic living and good citizenship.

5. To provide an opportunity for teacher and children to gain a new understanding of each other in an informal setting.

6. To provide many opportunities for those students who have difficulty in the symbolic learning of the classroom so that they may be able to succeed in the non-symbolic learning of the resident experience.

7. To remove fear, anxiety, and tension often faced in a classroom by participating in activities of one's own choice and at one's tempo in the relaxed atmosphere of the outdoors.

8. To plan for and participate in the many investigative outdoor activities that are highly motivating to children.

9. To develop new interests and skills.

10. To increase knowledge of and appreciation for the out-of-doors.

11. To utilize the uniqueness of the natural environment of the resident setting which may provide opportunities for learning experiences which could not occur in our own land laboratory.

12. To understand the natural environment and man's relation to it.

This particular class had conducted learning activities in the seven acre land laboratory adjacent to the school throughout the year. It was felt they were ready to study in an area which would offer a different variety of habitats, such as, forests, ponds, rock ledges, and meadows.

Through the year their teacher provided opportunities for the students to experience democratic planning and organization of the classroom. At the time of the trip all were also familiar with parlimentary procedure.

Two unique features of this particular resident experience were:

1. The students and their teacher cooperatively planned the activities for the week. They did not come to a pre-planned, highly structured program.

2. The parents were asked to attend an informational meeting four months before the anticipated date of the program. The parents were given the option to approve the program or reject it. Every one of the 25 families represented at the meeting, heartily approved. The planning then began.

One of the first activities in the classroom was a written response to the question: "Why should children leave the classroom and study outdoors?" Donna said, "There are some things you can do outdoors that you cannot do indoors."

Barbara said, "I can work better outside."

According to Karen, "Children are very interested in the outdoors."

Beth felt, "The kids that didn't get Social Studies (in the classroom) would participate in outdoor activities."

Jim thought we would be able to do things we couldn't do at our school.

Steve felt they should study outdoors because they would enjoy it a little more than working inside.

Cindy thought it would be a good way to learn about all kinds of things in a new way.

"When you study outdoors, you can study everything around and most people like a change." These were Bobby's feelings in regard to the question.

Carol said, "We would learn more. Some of our greatest patriots learned more from the great outdoors than in a stuffy old schoolroom."

FACILITIES

After several resident facilities had been considered, The Columbus Presbytery Camp, Geneva Hills, in Lancaster, Ohio, was chosen because of the variety of natural areas, and because of the accommodations. The boys were housed in one large room downstairs and the girls were housed in two smaller rooms on the upper level where the kitchen, dining room and meeting areas were also located. One adult could supervise the boys and one the girls.

Resident facilities which had separate bunk houses for groups of six were not appropriate for this class since only a few adults were available to assist in this program.

LEADERSHIP

There were two full-time adults: the Supervisor of Outdoor Education (male) and the classroom teacher (female). Both of these were knowledgeable in the field of Outdoor Education. Each day teachers from the South-Western City Schools and other educators from the Columbus area came for various reasons. Some came to observe a resident outdoor education program, and, as a result of their interest, became assistants. Others came with the specific purpose of working with a group ranging in size from eight to fifteen children.

FINANCES

Since it was agreed to make the venture self-supporting, the following costs were estimated for each child:

Housing and meals	$ 19.25
Insurance	.75
Transportation	1.00
Housing and meals for leadership .	2.00
	$ 23.00

All leaders contributed their own transportation costs and, in a few cases, their meals. Four classroom teachers each were released for one day. However, only two substitutes were required. The cost to the school district included (1) the gas, oil, tires and depreciation on the bus; (2) two substitute teachers for one day ($40.00); (3) the time of the Supervisor of Outdoor Education; and some administrative time of the Principal and Director of Elementary Education. (See page 7).

FINANCIAL INFORMATION

Income:

31 Students @ $23.00	$713.00
Miscellaneous Adult Charges for meals and housing .	5.50
	$718.50

Expenses:

Accident Insurance	$ 25.50
Bus driver's pay	21.63
Bus cost (no charge)	-----
Housing & Meals:	
31 students @ $19.25	596.75
2 adults	47.13
Extra Meals and Housing	27.49
	$718.50

Geneva Hills Store:

Expenses:	
Post cards, stamps, magnifiers, toothpaste, toothbrushes, combs, envelopes, paper, pencils, kleenex, notebooks	$ 39.05
Sales:	39.05
	$ .00

Leadership expense:

2 Substitute Teachers (one day) @ $20.00 each	$ 40.00

CHRONOLOGICAL PLANNING SUMMARY

1. In January permission was sought and granted for the resident outdoor education experience.

2. In February an evening parent meeting was held at which 25 of the 31 families were represented. A daily schedule and possible activities that could develop was explained by the classroom teacher. Emphasis was placed on teacher-pupil planning, therefore, specific questions could not be answered as to just what would be studied that week. A movie titled "Teacher Education in the Out-of-Doors" was shown. A question and answer period followed. Most questions dealt with how the parents could help make the trip a success. They received the idea enthusiastically. By this time the location for this experience had been determined. (See information sheets, pages 35, 36 and 37).

3. The children were told permission had been granted and then the planning began. Most of the children earned the $23.00 fee by running errands, saving allowances, doing odd jobs around the house, or saving paper route profits. (See financial information, page 7).

4. As a total group they composed a list of necessary items for the week's stay. (See list, page 38).

5. Some time was spent during each of the eight weeks prior to the trip in planning and organization. The large group was divided into smaller friendship groups and these examined each area of the curriculum, discussing and recording what they thought could be studied and what they would like to study outdoors that week. Each time a different child would examine each group's suggestions and compile one list for that curriculum area.

6. The time schedule was placed on large poster board and posted. At first it was a skeleton but as specific plans were made they were added to this master schedule. The children also had smaller copies of this daily schedule.

   As their plans were developed, the class sent their ideas to the Director of Elementary Schools so that he would be aware of the planning. It should be noted that the school principal and the Supervisor of Elementary Schools were not as familiar with resident outdoor education experiences as were the Supervisor of Outdoor Education and the classroom teacher, and it required their courage

and educational leadership to approve a program skeleton rather than a highly structured program as is often the case in some other resident outdoor education programs.

The master schedule was filled in from these master curriculum lists of possible things to do. (See pages 10 and 11).

7. Evening programs were discussed by the total group during class meetings. Several had never participated in a campfire, so two were included. Volunteers then worked on the details of each evening program. There were two basic groups of 15 that week because of the two leaders.

8. Two weeks prior to the trip, the children were asked to list five people with whom they would like to work. The teacher used these lists to divide the class into the two basic groups. These groups were intact Monday and Tuesday because it was the opinion of the leaders that the children would feel more secure if the groups remained the same.

   There were four groups designated for Wednesday. They were smaller due to the additional teachers for that day. Thursday there were three groups because of an additional resource person. Friday there were two main groups but the make-up was different from those of Monday and Tuesday. Small groups were desired because one of the main reasons for the trip was that of extending social relationships. The children, though always with someone they had chosen, were given an opportunity to work with many of their classmates in this new setting. (See page 41).

9. In preparing for the learning activities prior to the trip, song leaders were chosen and they were responsible for teaching the class songs they might sing around a campfire. Pacing was done on the school grounds so all would know their pace and be able to participate in the Math activities at Geneva Hills. The Spelling list included words which would be needed when writing letters and logs. There were lessons in check writing since no money would be taken along and the children would purchase stamps, postcards, and other items, by depositing money in "The Bank" and then writing checks to cover the cost of their purchases. (See page 45).

10. Since the facilities at Geneva Hills had not been used for a school program, equipment and books had to be brought from the school. The children considered the type of activities that were to take place and then listed the type of equipment that would be necessary. The students brought some of their own equipment from home. The resource books and remaining pieces of equipment were furnished by the Supervisor of Outdoor Education. The equipment was gathered the week before the trip. (See page 46).

ACTIVITIES SCHEDULE - GENEVA HILLS

Time	May 6 Monday	May 7 Tuesday	May 8 Wednesday
7:30		Sunrise-Birdwalk	
8:00		Wake Up	Wake Up
8:30		Breakfast	Breakfast
9:00		Clean-up	Clean-up
	Depart	Activity Period	Activity Period
	10:30 Arrive	Hug / Holan	Hug / Mills
	Unpack	Pond / Plants	Indirect / Indirect
		T.#1 / T.#2	Meas. / Meas.
			Fuller / Kasler
			Compass / Compass
	11:30 Eat Sack		Temp. / Area
11:45	Lunch	Clean-up for Lunch	Clean-up for Lunch
	Store - Weather		
12:00		Lunch	Lunch
		Store - Weather	Store - Weather
1:00	Orientation Hike	Quiet Activity	Activity Period
	Hug Holan Duff		Holan / Mills
	Letter writing		Compass / Compass
2:00	Activity Period	Activity Period	Pacing / Pacing
	Hug / Holan	Hug / Holan	Fuller / Kasler
	Ecology / Ecology	Plants / Pond	Indirect / Mapping
	M.#1 / M.#2	T.#1 / T.#2	Meas. / Pacing
			3-4 Choice of 2 Activities
4:00	Choice of 3 Activities	Choice of 2 Activities	Quiet Activity
5:00	Clean-up for Dinner	Clean-up for Dinner	Clean-up for Dinner
5:30	Dinner	Dinner	Dinner
6:30	Evaluation of Day	Evaluation of Day	Evaluation of Day
7:30	Evening Program	Evening Program	Evening Program
	Campfire	Square Dance	Crafts
	Popcorn	and	
	Sing	Games	
		Snack	
8:30	Clean-up	Clean-up	Clean-up
9:00	Lights out	Lights out	Lights out

ACTIVITIES SCHEDULE (cont'd) - GENEVA HILLS

Time	May 9 Thursday	May 10 Friday	
7:30 8:00 8:30 9:00	Wake Up Breakfast Clean-up Activity Period Huq Holan Insects Geology Erickson Wildlife 10:00 Prepara- tion for Cookout	Wake Up Breakfast Activity Period Final Evaluation Huq Holan Geography Land Classes Timber Cruising 10:15 - Clean-up Pack 11:30 - Lunch	
12:00 2:00 4:00	Lunch - Cook-out Store - Weather Activity Period Huq Erickson Geology Wildlife Holan Insects 3-4 Choice of 3 Activities Quiet Activity	12:30 - Depart 2:15 - Arrive at School	
5:00 5:30 6:30 7:30 8:30 9:00	Clean-up for Dinner Dinner Evaluation of Day Evening Program Tree Planting Campfire Songs, Skit, Snacks Clean-up Lights Out		

FOLLOW-UP ACTIVITIES

Upon returning to the classroom, checking accounts were balanced and refunds made accordingly.

Logs were organized and completed. See page 45.

Tall tales or true stories were written. Some chose to write poems in addition to these stories. See pages 20-23.

The children took the initiative in gathering additional information about things which were of interest to them, such as, frogs, rocks, and plants.

The class evaluated the trip in terms of which activities they would include and which they would omit if they were to return to Geneva Hills or if they were to make recommendations to next year's fifth grade.

Shortly after returning from Geneva Hills, the class observed first graders picking wild flowers in the land laboratory. This observation resulted in a lengthy discussion during which the class decided action was needed so other children would not be destructive in the land laboratory. A woods patrol, whose purpose was to check the woods for damage and list what they noticed, was formed. Two different children went out on Fridays and Mondays for about two weeks. They presented a list of destructiveness to the school principal. Hopefully these children, as sixth graders and leaders

of the school, will follow through on the woods patrol idea through their own classrooms or the Student Council.

A skit committee was also formed with the purpose of presenting a skit to the first grade. Their idea was to present a dream in which a little girl was picking flowers and peeling bark when the woodland plants began to talk to her about her actions.

Several children in the class narrated slides of the trip which were presented to six other classrooms in two separate sessions.

Student Log
Geneva Hills - May 6-10, 1968
by Alona Hibbard

MONDAY

Morning

Mrs. Goff came to pick me up and we went to Beth's house and got her, too. We went to school. Before we left Miss Holan talked to us about Geneva Hills. We got on the bus and went to Geneva Hills. We got unpacked.

Afternoon

We ate lunch and we went on an orientation hike. I was in Mr. Duff's group. Then we had letter writing time but I did not write because I was working in the store. I bought a magnifying glass and a postcard, an envelope, and 2 stamps. We went on an Ecology hike. I was with Dr. Hug. Then we ate dinner.

Evening

We built a fire in a clearing and popped popcorn. Then we went to bed.

TUESDAY

Morning

Miss Holan woke us up to see the sun rise. The boys saw it but the girls were too late. We went on a bird walk. We saw a Turkey Vulture, Summer Tanager, Wild Canary, Chipping Sparrow, Indigo Bunting. We ate breakfast and I went with Dr. Hug to go pond studying. We came back and wrote a report on what we did.

Afternoon

I ate lunch and then for quiet activity I wrote a letter to my parents. For Activity Period I was in Dr. Hug's group on Plants. We saw a rare Pink Lady Slipper. When we got back we had Free Choice and I went fishing.

Evening

We had dinner. We had a class meeting and we evaluated the day. For the Evening Program I square danced and had a snack. After that we went to bed.

WEDNESDAY
Morning

Miss Holan woke me up. Then we had breakfast. (I was a table setter). I was with Dr. Hug and we were measuring slopes and things like that.

Afternoon

I ate lunch. Then we had store. I was in Miss Holan's group and we were using the compass. Right in the middle we had our pictures taken of us using the compass by newspaper reporters. I went with Mr. Beidler to the caves.

Evening

I had dinner. We evaluated the day. Then for Evening Program I made a Rock Paper Weight for Mother's Day. Then I went to bed.

THURSDAY
Morning

Miss Holan woke me up. I had breakfast. I was in Mr. Erickson's group on wildlife. We got our fire started for our cookout.

Afternoon

Then we ate. I had hamburger, onions, carrots and potatoes. It turned out very good. I was in Miss Holan's group and we studyed geology. Then we had free choice. For quiet activities I worked on my log.

Evening

We had dinner. Then we evaluated the day. For Evening Program we went tree planting. Then in front of the fire we sang songs and then we had a snack. Then it was time for bed.

FRIDAY
Morning

We woke up and had breakfast. We went and watered our trees. I was in Miss Holan's group. We went to the caves, we came back and got packed and had lunch.

FRIDAY (contd)
Afternoon

We left for home. Then we got to school. My mother picked me up. She took me home.

Fuzzy came and kissed me to pieces. Then my mother took me to Zayre's because she had to go back to work. I told her all about Geneva Hills. She had me tell some of her friends.

Evening

When we got home my sister asked all kinds of questions and I tried to answer them. My mother took us out to eat and then we went swimming. When I got home I kissed my Dad and told him all about it. Then I watched a movie till 1:30. Then I went to bed.

Student Log
Geneva Hills - May 6-10, 1968
by Cindy Green

MONDAY

We left from Prairie Lincoln at 9:00, we arrived at Geneva Hills at 10:30.

We unpacked and ate lunch.

After that we had store. I bought a magnifying glass.

Then we all went on an orientation hike. We all split up into 3 groups. I was in Mr. Duff's group. It was fun.

Then we wrote letters. After that we had two guests that would help us on ecology. We also had free choice. We had 3 choices: fishing, catching frogs and cave exploring. I choose fishing. I didn't catch anything but it was fun trying.

Then we cleaned up for dinner and ate.

After that we had an evaluation of the day.

Then we had our evening program which was popping popcorn over a campfire.

And then we sacked out.

TUESDAY

Miss Holan woke all of the girls up and all of the boys up. The boys got to see the sun rise but the girls took too long getting dressed. They missed it.

Then we went on a bird walk. I fell down a hill and tore my slacks.

Then we cleaned up for breakfast and ate.

After that we had pond study and had to write a page of pond study and then write our log. Then we cleaned up for lunch and ate. And then we had store. I was one of the store keepers. After that we lay down and took a nap for half hour. Then we switched groups. The people that were in pond study went into plant study and vise-versa. After that we had free choice.

TUESDAY (contd)

Then we had to clean up for dinner and ate. After that we had the evaluation of the day. And then our evening program which was square dancing or games. I chose square dancing. It was fun. Mrs. Mills was square dancing with us. Then we had our snack and sacked out.

WEDNESDAY

Miss Holan woke us up at 7:30. Boy was I tired. Then we cleaned up for breakfast and ate. Today was the day for Math. We all split up into 4 groups. I was in Mrs. Kasler's group. We were map making - it was fun.

Then we cleaned up for lunch and ate. After that we had store. I didn't buy anything. I guess I'm just a tight wad.

And then we all went back to our Math groups and finished at 2:00.

Then it was time for free choice.

After that we had quiet activity and cleaned up for dinner and ate.

Then we had an evaluation of the day. And then our evening program - we made crafts and cleaned up for dinner and ate and sacked out.

THURSDAY

Miss Holan woke us up and we cleaned up for breakfast and ate. And then we split up into 3 groups. I was in Dr. Hug's group which was studying insects. We found a salamander.

After that all 3 groups met at the wagon train and we all had a cook-out. Boy was it a blast.

And then I was in Mr. Erickson's group. I didn't like it a bit. I wish I had been in Miss Holan's group.

Then we all went back to the lodge and wrote logs while the store keepers called us up to buy something. I didn't buy anything.

THURSDAY (contd)

And then we were allowed to write our logs again. It was free choice and then we cleaned up for dinner and ate.

After that we had an evaluation of the day.

And then we had our evening program in which we planted trees. Then we went back to the lodge and sat around the fireplace and Alona and I taught a song about Geneva Hills. Then Dr. Hug talked about how being at Geneva Hills brings everyone closer and then we had our snack. Boy! Was it good. And then we went outside and fooled around and then we took showers and sacked out.

FRIDAY

Miss Holan woke us up. This was our last day at Geneva Hills. I hated to go but I missed my family too much. The first thing on the schedule was to clean up for breakfast and then we ate. After that we had activity period. We all went back to the place where we planted the trees and watered them. Then we split up into 2 groups for our last hike. After that we cleaned up for lunch and ate. Then we left for Prairie Lincoln at 12:30 and arrived at 2:00. I could see my mother as we pulled up. When we were allowed out of the bus I ran so hard for my mom I almost knocked her down. I was glad to be home. When I walked in my house the first thing I noticed was that we had gotten new curtains and on the fireplace was a sign. It said "Welcome home Cindy, we missed you".

Then I unpacked and told my mother about the trip.

The End

OOG-UGUG

Once upon a time there was a prehistoric turtle named OOG-UGUG. His friends called him OOG for short. OOG was a very small turtle. He was only 15 feet wide. He was 100 feet tall and 200 feet long. He liked to take a walk in what is known as Geneva Hills. As you could probably tell it was a very small walk.

OOG was born very close to the ending of the prehistoric age. One day OOG was taking a walk. He was very hungry, for food was fading away. All of a sudden he heard a crack. "Help," he said, "I'm shrinking."

He didn't shrink much but he was smaller. It started to turn cold. All the animals could hardly move. OOG made it to the end of a cliff looking into a valley and then there he froze, never to roam again. As you might know, he turned into rock, and there he is now. He can be seen at Geneva Hills. There is also a place under him to sit and look up at him.

P. S. Please bring him something to eat for he is very hungry.

By: Alona Hibbard

THE UNDER GROUND TUNNEL

When we were at Geneva Hills, we didn't think we even would go through what we did. Early in the morning, we got up. It was so early that Miss Holan told us to go out for a hike. We found a new trail. So we took it. Jim Drennen and Todd Kaho and some other guys came along. It was a rocky and hard path. We saw a deer and some baby deer. We thought the path must not have been walked on in a long time. We came to a stop and looked. There were at least ten paths. We took the path that looked like nobody had been on. We walked for about three miles. We climbed a large cliff about twenty stories high. It lead to a big opening in the rocks. It was two ledges split in two. It was thin. It was about a half a mile long. It came to a dead end. There was a big ledge. We climbed it. We found a big cave. We started in it. We traveled a long way through it. We saw a tiny path and below it a big stream with a fire on it. We took the path. It was scary. We got a little farther and Curt slipped. Bill and Arnie caught his hand. They pulled him up. Curt was in shock. We had a canteen and poured it over him. He got out of it. We traveled on; it was dark and scary. Ricky Pool fell down the cliff into the fireing water. Kenny jumped after him and died for Ricky Pool. We went on. Finally we came to the end. We were glad we found the way out.

By: Bobby Cartwright

WILD CAT!

I and my comrades Curt, Bob, Todd, Mark, Dave, Jimmy, Jim B., and Arnie, the nine of us, started out for the caves to look for the lost treasure. There at the caves were strange dangers. When we reached the steepest trail, Dave, who was at the end of the line, slipped and fell 445 feet down. One gone, eight left to find the treasure.

We saw the first cave; it was long. I don't know how long it was but at the end there were Wild Cats, the size of panthers. We tried to get out of there fast but one got Curt's hand, he was lucky, we had a first aid kit. We were out but they weren't. Arnie, with his great strength, pulled a boulder out of solid rock and put it in the opening. All were in but the leader, a Saber tooth tiger. It was to jump on Curt but I tackled it. It was a bloody fight but I killed it.

We got out the walkie-talkie and reported what had happened back to the lodge.

We wondered why the wild cats tried to keep us out of the caves, because the treasure was there. We may be right. We have to distract them from the cave. Here's our plan. Todd got on a ledge lower than the trail. I got on Todd's shoulders, Arnie pushed the boulder away. A cat jumps at me. I ducked, the cat

flew off the cliff. The rest of them forced Jimmy, Jim, Mark, and Arnie off the cliff and jumped after them. Bob, Todd, and I were left to get the treasure. We went in the cave. We found the treasure - reported to lodge where to meet us, and we headed back. We saw Dave who was only unconscious after falling 442 feet. The four of us started back with a treasure to where the meeting place was and waited.

By: Tim Hansell

CHILDREN'S EVALUATION

Accommodations

According to the children, the accommodations were nicer than they expected. Some liked having modern conveniences while others thought it was too modern. Most were glad bathrooms were adjacent to sleeping area rather than at a distance in a separate building. The boys like being in a large airy room with a good view, while the girls liked the two smaller rooms.

Food

The children enjoyed setting the tables and eating family style. They felt there was enough of the delicious food, which was, in some cases, better than mother's.

Terrain

The class felt more could be done in this vast area because of the variety of terrain. The ratio of 31 students to 200 acres suited them. They especially liked exploring and discovering on their own. They were impressed by the beauty around them. Back at the school land laboratory in which 700 students shared seven acres, they felt they could hear the school and city noises and were not able to experience this sense of adventure.

Activities

Most activities were evaluated by the children as fun and interesting.

Orientation hike - This was a great idea since they got to explore the area and didn't have a lost feeling.

Geology - Some had not been aware of the different types of rocks. They were interested in the shapes of rocks and how they got there.

Insects - They were thrilled when they found some unusual insects.

Pond Study - The class felt they should have been prepared with more containers for specimens. They were thrilled because they could explore this area.

Ecology - The children had never thought of relating plant or animal communities to the human community. This was a new concept for them and most found it interesting.

Math - Enjoyed using pacing to do compass work and indirect measurements.

The children were not as interested in activities which required sitting still indoors, such as, class meetings and log writing.

Cooking out in the rain was a challenge they accepted. They were quite pleased that they could build a fire with damp wood.

David's evaluation sums up the feelings of most: "If I could change anything I'd let the rest of the families come and stay forever."

PARENT'S EVALUATION

Four weeks after the trip the children were asked to take a Parent Evaluation form home. The questions were written by the classroom teacher based upon what was important to her at the time. The parents of 18 of the 31 children responded. This may have been because they were asked to respond the last week of school. However, this evaluation was deliberately delayed to see if there were any changes in assuming responsibility and to see if the children were still commenting on the trip. More time should be allowed for returning the evaluation forms.

PARENT QUESTIONNAIRE SUMMARY

1. Did your child earn the money for the trip?

   Most children earned part of the money.

2. Does your child seem to assume more responsibility for himself and his belongings?

   9 assumed more responsibility.
   9 were responsible and continued so.

3. Did your child discuss the trip with you?

   All 18 discussed the trip; some at great length.

4. What comments did he make that were favorable about the trip?

   All 18 commented favorably. For example:

   "Enjoyed living with class and teacher."

   "Activities were interesting. Beautiful facilities."

   "The whole thing seemed so extremely well planned that everything going smoothly made it a good experience for all. The best indication was that he came home a happy, bubbling, and clean boy."

   "For several days he talked fairly constantly about it and still refers to it quite often - all favorable."

   "Enjoyed every phase of it."

   "She said that everything was <u>fantastic</u> and enjoyable. Learned many new things especially those dealing with nature and geology."

5. What did he dislike about the trip?

   10 responded that there wasn't anything their child did not like.

   Those who stated a dislike said:

   "It had to end!"

"The fact that she wasn't included in everything that went on." (Due to smaller groups).

"She missed spending more time with you, as her teacher, however she accepted the fact that it wasn't possible."

Other comments referred to the one day of rain, class meetings, writing of the log, and plant study.

6. Do you feel the week at Geneva Hills was a worthwhile and valuable experience for your child? Why or why not?

All 18 felt this was a valuable experience for the children.

"First time away from home with non-relatives for more than an overnight. Qualified teachers in outdoor studies taught the class. I don't feel it is possible for just anyone to do an adequate job in a field they have not studied."

"Yes, I feel this trip broadened my child's experience in nature lore, group living, <u>self reliance</u>, and gave him that first extended stay away from home and parents."

"Yes. I feel this offered the children an opportunity for learning they may never experience again and with trained teachers to direct their interest in proper areas."

"Yes - for many reasons - just a few: It gave them more responsibility, gave her a chance to know her teacher and classmates better, gave her a chance to see and explore nature. We're not outdoor people - but after hearing Barb we're changing our minds."

"Yes. I feel the overall experience was very worthwhile in learning to live together without parental control. I also feel that much knowledge was gained and probably will be retained longer through this experience that could not otherwise be obtained."

"Very definitely yes and Geneva Hills seems to be an excellent place for this due to its facilities. I definitely feel it has instilled in Todd a greater understanding and love of nature and the out-of-doors."

7. Would you want another one of your children to have a similar experience when they reach fifth grade? Why or why not? (See comments following Question 8).

8. Would you recommend a similar experience for other fifth graders in other schools? Why or why not?

All 18 answered favorably to questions 7 and 8.

"Yes, only if this experience would be entered into in the same atmosphere as this year's. In other words, if this would become a matter of fact thing that was 'expected' in fifth grade, I think it would lose some of its importance. However,as it was this year, the children had an opportunity to prove themselves during the year, were encouraged to pay their own way, worked and planned the whole year their educational opportunities so that the experience had a more far-reaching effect than just the week itself."

"Yes. I think the teacher-child relationship can be broadened."

"I think every child born and raised in the city should have a chance like this."

"The planning to go and telling about it later seemed to be as much fun as actually being there. Our other children shared these experiences with him."

"Yes, I wish all children would be able to have this experience. It does help them have a sense of responsibility."

"It made learning enjoyable."

"Yes. It is a great addition to his schooling and learning experiences."

"This trip was very well planned. Children understood what they were to take, what kinds of things they were going to do. I felt confident she would be well looked after and brought home in case it was needed."

"Dear Miss Holan,

We do sincerely thank you for your interest and tireless planning which made this experience a reality for the children. We feel this type of education is being sadly overlooked and how wonderful that the children could get at least a 'little taste' of this and as a part of their regular schooling. Hope this experience was an overall success and will lead to much more of this type of thing.

Sincerely,

Maxine and Dean Kaho"

"Dear Miss Holan,

In earning her money Cindy kept a daily record. This employed the use of mathematics and bookkeeping and taught her a great deal.

About teaching her responsibility, her interest in going on the trip was so great that she didn't have to be reminded about doing her jobs or chores or keeping count of her money. If she was going to be detained or late for a job without being told to do so, she would notify her employer.

Sincerely,

Mrs. William J. Beidel"

TEACHER'S EVALUATION

It is the teacher's opinion that the objectives stated in the beginning were fulfilled. Teacher-pupil planning did occur. Through observation of the way the children acted toward each other, human relationships did improve. This social living and planning together in a democratic setting was the primary reason for the trip.

The value of the trip to each child depends upon that child's needs and background of experiences. Based on what the children and their parents had to say, one would surmise that the trip was worthwhile.

In addition to comments by children and parents, what evidence do we have that the trip was worthwhile? There appears to be positive evidence that there was a change in attitude that probably would not have occurred without the resident experience. There was an incident while at Geneva Hills in which deer browsing was demonstrated. The children were so upset and disturbed with the removal of twigs and leaves during the demonstration that they immediately reported this to the teacher and the Geneva Hills director.

A few weeks later they reacted to first graders picking wildflowers in the land laboratory by setting up a woods patrol and reporting damage to the principal and by forming a skit committee whose purpose was to present to the first graders, in a positive way, the purposes of the land laboratory.

Their awareness of the familiar increased. They were seeing and hearing more of what was on the school grounds and in the school land laboratory upon their return. They initiated further study and projects. These were not assignments from the teacher.

One of the highlights for the teacher was the informality of the week, the opportunity to share with a group of children, feel-

ings, attitudes, thoughts, reactions, while hiking along, observing rock formations, or studying the ecology of a pond, for example.

Two boys who needed the teacher's attention daily in the classroom appeared relaxed and able to function without teacher approval. They were happy with themselves.

One girl who was afraid to go because she thought she would be homesick had a very positive experience which increased her stature in the eyes of her classmates. She did however, feel homesick and needed teacher approval.

It was amazing to see how independent two of the girls in particular were that week. Evidently they felt secure without extra attention from the teacher.

Throughout the week this class had a sense of exploration, observation, and discovery. They appeared ready for the next new experience. Discovering a dog skeleton while on the way to Buzzard Point (they named it) is a sample of a "teachable moment," the topic being their choice. This occurred during an option time or fun hike activity. The content and number of choices for option time were determined by the interests of the class and the number of adults available to go with a group. Having a choice was important to this class.

In planning another resident experience, it is suggested that detailed directions be given the people who act as assistants or

supervise the boys at night. Such people should be chosen for definite and specific purposes and should understand what is expected of them and the children. It was a disadvantage to have a different person sleep with the boys each of three nights.

In the future certain procedures should be set in advance as to dining hall,procedure, clean-up of dorms, and how much assistance to expect and depend upon from the management.

It is interesting to note that it took the children a few days to adjust to Geneva Hills and being outdoors all day, but once they did, it seemed as if they had always been there. The place was theirs and they left a part of themselves when they each planted a tree.

OUTDOOR EDUCATION SUPERVISOR'S EVALUATION

We called this resident outdoor education experience "An Experimental Venture" because for this school system, this classroom teacher, and for the supervisor of outdoor education, there were no precedents, no pressures, and no restrictions to limit our development of the program. The facility had not been used for a school program and the director had not had previous experience with such a program and was extremely responsive to our needs. The only limitations were those of our own making.

It seems abundantly clear that resident outdoor education programs can make an invaluable contribution to the education of elementary school students. The facets of such programs are many but two are of utmost consequence. The first facet could be termed "getting to know human beings as they really are". The adults and the children need to be helped to be RELAXED AND SECURE AND MATURE enough so that they will act and talk about their actions and their feelings without the threat of a "loss of respect" from others in the group. It has been shown in this experience and in countless others, that it is not the kind of activity that is important, but the quality. The quality improves as the pressures of time, competition, distance, and concept retention are reduced. The program that developed for this resident outdoor education experience indicated the great efforts that were made to reduce the above-mentioned pressures. Any future programs should make even greater efforts in this direction.

The second facet of consequence concerns the "experiences" that children have. Seeing a sunrise, climbing up and down steep hills and rocky slopes, falling into a mud flat, starting a fire in the rain, seeing a pink lady slipper, successfully cooking a whole meal over a wood fire, being away from your family for five days, catching a bull frog with your bare hands, writing a check, eating a complete meal at one sitting, making a bed, going five

days without candy and pop, having to dress and undress and shower with strangers nearby, discovering that the all "A" student is afraid of a frog or snake or isn't able to make a bed, and dozens of other experiences that are wholly new to many children and adults. In this respect the five day resident program was a phenomenal success.

The leadership, of course, is the key to success and the evidence is strong to support the idea that the fewer the adults involved in leadership roles the more effective the results. Three adults for a normal size classroom of 30 should be able to handle the majority of the learning activities, dining room supervision, and dormitory supervision. Some additional adults would be desirable for option time, for table supervision, and evening recreational activities. It might be well to keep in mind the late Dr. D. H. Randall's comment that a leader has: some children, some space, and some time to learn about each other and the world around them.

As a first try this experience was a success in every respect. Future "ventures" should work to further reduce the pressures, slow down the pace, and gain consistancy in leadership by developing a better understanding in the helping teachers what is trying to be accomplished.

APPENDIX

(Prairie Lincoln Elementary Letterhead)

February 2, 1968

Dear Parents:

We are considering a five day program of resident outdoor education during which your child, his classmates, and his teacher would live, work and study in an outdoor setting while carrying out a program of learning activities related to our basic school curriculum.

Before proceeding further with plans for this week, we want to give you an opportunity to learn more about the reasons why we feel this would be a beneficial educational experience. Will you attend a meeting held February 7, at 7:30 P.M. in room 205?

The main purposes for participating in such a week of outdoor education are:

To develop social responsibilities in learning to live cooperatively with other children and adults.

To develop independence and self-reliance in assuming responsibilities.

To provide an opportunity for children and teacher to gain a new understanding of each other in this informal setting.

To provide many opportunities for students to succeed in outdoor experiences which are not dependent upon the same type of skills required for success in the classroom.

To solve problems which are real, not theoretical, and demand immediate action.

To participate in developing plans for self government, in establishing standards of acceptable social behavior, in developing the program for the week.

To increase knowledge of and appreciation for the out-of-doors.

To develop new interests and skills.

To utilize the uniqueness of the natural environment of the resident setting which may provide opportunities for learning experiences which would not occur in our own land laboratory.

We hope you will attend this meeting and share our enthusiasm for resident outdoor education for your child.

Sincerely,

James O. Duff, Principal

Arlene Holan, Classroom Teacher

Prairie Lincoln School
Resident Outdoor Education
Miss Arlene Holan's 5th Grade Class

Dates: May 6-10 (Monday morning to Friday after lunch).

Place: Geneva Hills Columbus Presbytery Center,
RFD #4, Lancaster, Ohio 43130 - Telephone 746-8439

Location: South of Lancaster, about 6 miles, just west of Sugar Grove.

Estimated Budget:

12 meals and 4 overnights	$ 19.25
24 hour accident insurance coverage	.75
Transportation (school bus)	1.00
Leadership costs	2.00
	$ 23.00

Lodge Facilities: The $100,000 Geneva Lodge contains all-weather accommodations including dining hall, meeting room, and three dorms. The upstairs dorms house 14 (for the girls) and the downstairs dorm is ample for the 16 boys. Each dorm has showers and rest rooms.

Medical Care: A doctor is on call and the Lancaster Hospital is only 10 minutes from the Lodge.

DAILY SCHEDULE:

7:30 - Arise
8:00 - Breakfast
8:30 - Clean-up
9:00 - Activity Period
11:45 - Clean-up for Lunch
12:00 - Lunch
12:45 - Quiet Activity
Letter writing, research
1:45 - Activity Period
5:00 - Clean-up for Dinner
5:30 - Dinner
6:30 - Evaluation of day's experiences.
Adjustment of next day's plans.
7:30 - Evening Programs
8:30 - Clean-up
9:00 - Lights Out!

POSSIBLE ACTIVITIES

Language Arts

1. Meal time conversation.
2. Campfire Skit.
3. Writing letters home.
4. Trip reports.
5. Story telling

Social Studies

1. Experience of living in a group.
2. Learning self-reliance.
3. Becoming better acquainted.
4. Good table manners.
5. Care of camp property.
6. Appreciation of interrelationship of all living things.

Science, Health, Physical Education, Nature Study

1. Regular practice of good health habits.
2. First Aid.
3. Bird hikes.
4. Identification of trees.
5. Understanding conservation laws and principles.
6. Types of soil and water erosion.
7. Outdoor cooking.
8. Folk and square dancing.
9. Study of stars.

Arts

1. Singing at camp fire and meal time.
2. Using native materials.
3. Decorating the table.
4. Sketching or painting a scene.

Mathematics

1. Using the compass.
2. Learning directions.
3. Graphing daily weather records.
4. Estimating and measuring distances walked on hikes.
5. Measurements as they relate to compass readings.
6. Measuring diameter of tree stump and how long it took tree to grow.

Tear Off Here

I give my permission for _____,
Name of Student

_____, _____
Address Telephone

to go to Geneva Hills, Lancaster, Ohio. I understand the purposes of this week of outdoor education, and I shall assume the same responsibility I would if my child were in school.

_____
Parent's Signature

BEDDING AND CLOTHING LIST
for
GENEVA HILLS

CLOTHING

Boots
2 pr. Shoes
1/day Socks
extra
Jeans
Long Pants
Shirts or Blouses
pajamas
underwear
Sweater or Sweatshirt
Raincoats and hats
Hat and Scarf

BEDDING

Sleeping Bag
Pillow and Pillow Case

OR

Blankets
and
Sheets

TOILET ARTICLES

Comb, Brush
Towel, washcloth
Soap
Toothbrush, Toothpaste
Insect Spray
1 small box Kleenex
Nail Clipper

GENEVA HILLS HEALTH INFORMATION SHEET

Name of Child _____ Age _____

Name of Parent _____

Address _____

Phone _____

Business Address _____ Business Phone _____

Family Doctor _____ Doctor's Phone _____

GENERAL INFORMATION

1. Any food or drug allergy? What?

2. Any daily medication to be taken at Geneva Hills? What?

3. Has your child been exposed to any communicable disease within the past ten days? What?

4. Do you know of any health factor that makes it advisable for your child to follow a program of limited physical activity? (If yes, please list five details on back of this sheet).

5. In order to protect your child from possible embarrassment, this information is needed: a) Does he or she wet the bed at night?

   b) Does he or she walk in his (her) sleep?

   c) Do you know of any other factors which may affect the care of your child?

6. Date of last tetanus shot, if known.

7. Additional comments:

GENEVA HILLS REMINDER

1. A sack lunch is needed for Monday, May 6, 1968. Do not include a drink. Drinks are available at Geneva Hills.

2. Absolutely no candy, gum, food materials of any kind should be packed or sent.

3. Absolutely no money should be taken to Geneva Hills. A checking system will be set up. Your child deposits no more than $2.00 to be spent on supplies at our Geneva Hills Store. Items for purchase are: stamps, post cards, kleenex, pencils, etc. Checks are used instead of money. Refunds will be made May 14, 1968.

4. Your child should pack so that he has 2 things to carry--a suitcase and a bed roll. These two, plus a sack lunch will be enough to carry. Things will not be lost if they are together and labeled.

5. A bed roll (sheets and blankets) is preferred to a sleeping bag for these reasons:

   a) A sleeping bag is often too warm.
   b) A bed roll gives a child an opportunity to make a bed.
   c) A bed roll can be tucked under the mattress and help prevent a child from rolling off a bed.

   However, if you have planned on sending a sleeping bag, follow your plans.

6. Do not send good clothing or new shoes. Girls especially, should not bring those cute outfits which they are afraid to soil. Comfortable clothes and shoes will help keep our minds on our purposes for being there.

7. Your child must be prepared for rain, because only a downpour will keep us indoors. BOOTS will be needed.

8. If your child plans to fish, please do not send that fancy fishing rod. Send line, hooks, sinkers, and bobs. Let them tie this to a branch or pole at Geneva Hills and fish "Huck Finn" style.

9. If your child brings a camera be sure to include film since film will not be available at Geneva Hills.

10. To avoid loss, clothing, books and equipment, everything should be labeled.

GENEVA HILLS STUDY GROUPS - May 6-10, 1968

Hug

Ecology - Monday P. M.

Group #1

1. Todd
2. Bobby
3. Tim
4. Mary Jane
5. Dorothy
6. Carol
7. Kit
8. Jim D.
9. Barb J.
10. Bill
11. Mark
12. Steve Cook
13. Kenny
14. Rick Pool
15. Denise
16. Mike

Holan

Ecology - Monday P. M.

Group #2

1. Steve Downs
2. Tom
3. Steve Davis
4. Jim Borror
5. David
6. Donna
7. Cindy
8. Alona
9. Cindy Beidel
10. Beth
11. Rick Overmyer
12. Arnie
13. Curt
14. Kay
15. Barb B.

Hug

Pond - Tues. A. M.

Group #1

Holan

Plants - Tues. A. M.

Group #2

Hug

Plants - Tues. P. M.

Group #1

Holan

Pond - Tues. P. M.

Group #2

WEDNESDAY - A. M. and P. M.

Hug or Holan	Mills	Fuller	Kasler
Indirect Meas.-A.M.	Indirect Meas.-A.M.	Compass Temp.-A.M.	Compass Area-A.M.
Compass-Pacing-P.M.	Compass-Pacing-P.M.	Indirect Meas-P.M.	Mapping-Pacing-P.M.
- - -	- - -	- - -	- - -
1. Denise	1. Bobby	1. Steve Cook	1. Jim B.
2. Barb B.	2. Arnie	2. Cindy Green	2. Jim D.
3. Alona	3. Mike	3. Carol	3. Mark
4. Curt	4. Barb J.	4. Mary Jane	4. David
5. Cindy Beidel	5. Beth	5. Kit	5. Todd
6. Steve Davis	6. Kay	6. Dorothy	6. Donna
7. Ricky Pool	7. Bill	7. Tim	7. Tom
8. Ricky Overmyer		8. Kenny	8. Steve Downs

THURSDAY - A. M., Cook-out, and P. M. Groups

Hug	Holan	Erickson
Insects & Geology	Geology & Wildlife	Wildlife & Insects
- - -	- - -	- - -
1. Rick Overmyer	1. Jim B.	1. Denise
2. Steve Cook	2. Steve Downs	2. Barb B.
3. Tim	3. Tom	3. Alona
4. Carol	4. Bobby	4. Curt
5. Cindy Green	5. Arnie	5. Cindy Beidel
6. Mary Jane	6. Mike	6. Steve Davis
7. Kit	7. Barb J.	7. Ricky Pool
8. Dorothy	8. Beth	8. David
9. Donna	9. Kay	9. Mark
10. Todd	10. Bill	10. Jim D.
		11. Kenny

FRIDAY - A. M. GROUPS

Hug

Study topic: _____

1. Steve Downs
2. Tom
3. Steve Davis
4. Jim B.
5. David
6. Donna
7. Cindy G.
8. Alona
9. Cindy B.
10. Beth
11. Rick O.
12. Arnie
13. Curt
14. Kay
15. Barb B.

Holan

Study topic: _____

1. Todd
2. Bobby
3. Tim
4. Mary Jane
5. Dorothy
6. Carol
7. Kit
8. Jim D.
9. Barbara J.
10. Bill
11. Mark
12. Steve Cook
13. Kenny
14. Ricky Pool
15. Denise
16. Mike

COOKOUT SUPPLIES--Thursday Noon--Geneva Hills

34 Milk or Kool-aid

15 Hamburgers

19 Hot Dogs

Bisquick)
Jelly) Stick cookery for 34
Butter)

Green Pepper)
Tomato) For 13
Onion)

1 Loaf Bread)
Relish)
Ketchup) For 6 Hot Dogs
Mustard)

Carrots - for 34
Onion - for 15
Potato (raw) for 15
Potato chips for 19

Salt, Pepper

Cups, Pitcher, Silverware, Napkins, Serving Spoons

Aluminum Foil

Menu Choices

Foil dinners
Hamburgers
Hot dogs
Shishkebabs

Bread twist

Your name James Drennen

Deposit $ 2.00

Check No.	Date	Paid to	Amount	Balance
1	May 6,1968	Geneva Hills Store	$ .57	$ 1.43

(To be folded lengthwise to act as cover for checks)

No. 1

19

Pay to _____ $ _____

_____ Dollars

_____

(5 numbered checks to be stapled into the check book cover above)

EQUIPMENT AND BOOK LIST

	Item	Supplied by:
1	Woodburning Set	Student
5	Compasses	Prairie Lincoln
11	Compasses	Students
18	Magnifying Glasses	Curriculum Center
1	Soil Testing Kit	Prairie Lincoln
15	Thermometers	Curriculum Center
14	Binoculars	Students
1	Seine	Student
1	Weather Instrument Set	Curriculum Center
2	Shovels	Curriculum Center
1	Rake	Curriculum Center
2	Rock Hammers	Curriculum Center
	Rulers, Measuring tapes	Curriculum Center
6	Microscopes and Slides	Students
3	Sieves	Students
1	Record Player	Prairie Lincoln
1	Tape Recorder	Prairie Lincoln
10	Scissors	Prairie Lincoln
1	Stapler	Prairie Lincoln
1	Art Supplies	Prairie Lincoln
8	Clip Boards	Prairie Lincoln
50	Books on Natural Science and outdoor learning activities	Prairie Lincoln & Curriculum Center

GENEVA HILLS' SONG

by

Alona Hibbard and Cindy Green
Tune: The Wienee Man

We know a Geneva Hills Camp
It's in Lancaster-land
It's run by Mr. Biedler
He runs this camp.
He runs this camp with pride
This camp is really fine
This camp, it is for me!

We're in Miss Holan's class
We think it is a blast
Too bad we have to leave so soon
Friday we'll be going back
To Prairie Lincoln
Gee whiz! I love that camp.

JH/eg
7/11/68